

EXCHANGE
APR 21 1921

THE SIERRA EDUCATIONAL NEWS

Development of Teacher
Training



Education in American Samoa



Poly Civic Club



Teacher Measurement and
Promotion



Latest on School Legislation



Central Section Meeting



Department of Superintendence

A Cake Page

Chicago, April 1, 1921.

TO THE DOMESTIC SCIENCE TEACHERS OF THE NATION:

As a handy, enjoyable dessert for lunch or dinner, nothing is such a "stand-by" in the American home as is the cake.

The measuring, mixing and baking of cake require much judgment.

1. The best ingredients are essential—Calumet Baking Powder, for instance.

2. Great care must be taken in measuring and mixing ingredients.

3. Pans must be properly prepared.

4. Oven heat must be regulated and cake watched during baking.

Cakes require "moderate oven." Cakes without butter require a cooler oven than those with butter. The larger the cake the "slower" the oven. A cake must not be moved in oven until it has risen to its full height. Directly after baking cake, remove it from the pan and cool.

The following "Reliable Recipes" will stand the test of any cake epicure:

WHITE CAKE

$\frac{3}{4}$ cup butter
1 cup milk
4 egg whites
3 cups flour

$1\frac{1}{4}$ cups sugar
3 level teaspoons Calumet Baking Powder
1 level teaspoon salt

Cream, butter and sugar. Add milk alternately to the flour, baking powder and salt, sifted thoroughly. Add whites of eggs or fold in, last, stirring gently. Use any flavoring to suit taste.

COLD WATER CAKE

$\frac{1}{4}$ cup butter
1 cup sugar
 $2\frac{1}{2}$ cups flour
1 cup cold water

3 eggs
 $2\frac{1}{2}$ level teaspoons Calumet Baking Powder
 $\frac{1}{2}$ teaspoon salt

Stir butter and sugar to a cream. Add to this the yolks of the eggs well beaten. Add water, a little at a time, alternating with flour, which should be well sifted with salt and baking powder. Put whites of eggs, well beaten, in last, and stir batter lightly till well mixed.

MARBLE CAKE

White Part: $1\frac{1}{2}$ cups sugar, $\frac{1}{2}$ cup butter, $\frac{1}{2}$ cup sweet milk, whites of 4 eggs, 3 cups of flour, 3 level teaspoons Calumet Baking Powder.

Dark Part: 1 cup brown sugar, $\frac{1}{2}$ cup molasses, $\frac{1}{2}$ cup butter, $\frac{1}{2}$ cup sweet milk, yolks of four eggs, $2\frac{1}{2}$ cups flour, 3 level teaspoons Calumet Baking Powder, $\frac{1}{2}$ teaspoon each of cloves, allspice, nutmeg and cinnamon.

Mix the white part and the dark part separately. Then mold them together easily so as to get the marbled appearance and bake in a moderately hot oven.

SPICE CAKE

$\frac{1}{2}$ cup butter
1 cup sugar
2 cups pastry flour
2 level teaspoons Calumet Baking Powder.

$\frac{1}{2}$ teaspoon nutmeg
 $\frac{1}{2}$ teaspoon cinnamon
 $\frac{1}{2}$ teaspoon salt
 $\frac{3}{4}$ cup water

Cream butter and sugar thoroughly, and add eggs. Sift together three times, flour, baking powder, spices and salt, and add alternately with water.

CALUMET GOLD CAKE

Yolks of 8 eggs
 $1\frac{1}{4}$ cups granulated sugar
 $\frac{2}{3}$ cup of water
 $\frac{1}{2}$ cup of butter

$2\frac{1}{2}$ cups pastry flour
3 level teaspoons Calumet Baking Powder
1 tablespoon of vanilla

Sift flour once, then measure, add baking powder and sift three times. Sift sugar, then measure. Cream butter, add sugar gradually and cream thoroughly. Beat yolks until thick, and lemon color; add these to butter and sugar and stir thoroughly. Add water and flour alternately then flavor and stir very hard. Put in slow oven until raised to the top of the pan and increase the heat and brown. Bake 40 to 60 minutes in an ungreased mold.

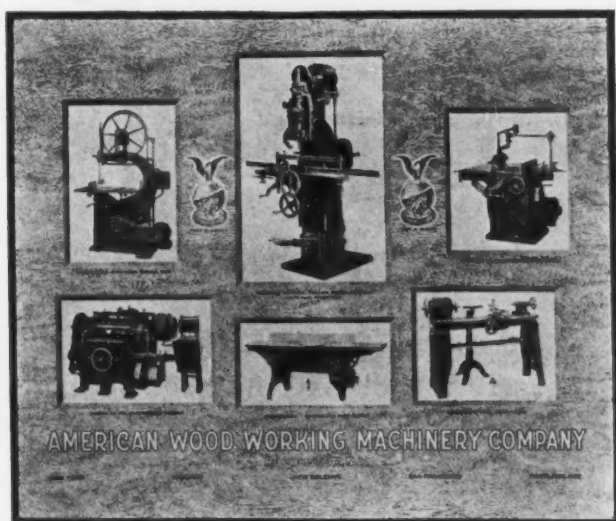
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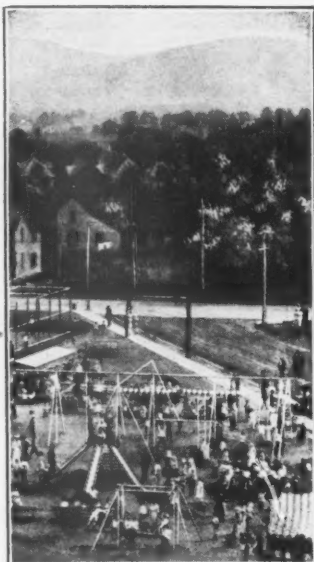
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RICHARD G. BOONE, Professor of Education, University of California.....Associate Editor

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CONTENTS

Editorial:

The Development of Teacher Training— <i>Arthur H. Chamberlain</i>	176
Council of Education, Southern Section.....	179
Education in American Samoa— <i>William M. Green</i>	180
The Poly Civic Club— <i>Charles F. Seymour</i>	182
Report of Committee on Teacher Measurement and Promotion Questionnaire — <i>A. H. Sutherland</i>	183
School Legislation— <i>E. Morris Cox</i>	185
Do We Believe It? No!— <i>N. H. Hughes</i>	186
A Successful Experiment— <i>Beatrice Wilmans</i>	187
National Superintendents' Meeting.....	188
Meeting of Central Section, C. T. A.	189
Educational Literature	190
Notes and Comment.....	193



EDITORIAL



THE problem of teacher training is becoming extremely pressing. The great shortage of teachers in every part of the country and the reluctance of young men and women to prepare for the

THE DEVELOPMENT OF TEACHER TRAINING

profession, has brought the condition home to even the most unthinking. In many states this shortage has resulted in the certification of mere boys and girls and in sending many untrained teachers into the schools. Even with such an undesirable expedient in force, many thousands of schools have gone without teachers. The salaries offered have not been sufficiently tempting. In some states, including California, the standards have been maintained even at the expense of penalizing for a time the boys and girls of a given district. Nothing will so soon bring to the public a right point of view, an appreciation of adequate educational facilities, as being cut off from the privileges offered by the school. And so far as maintaining and advancing the standards of teachers is concerned, the first and surest guarantee of standards is increase in salary.

THE teacher on his side understands fully his responsibilities and obligations. The recognition that has been accorded him by the community (partial

THE TEACHER'S OBLIGATION TO SOCIETY

and inadequate in many instances) must be met on his part by a spirit of fuller service; more adequate preparation and understanding of the community's problems

and the desire to co-operate in all that makes for progress in the social, industrial, commercial life of which he is a part; improvement during service through study and research; the development of the *real* things in education rather than the husks or the forms made sacred through tradition. After all, the teacher is a public servant. The teacher who is not animated, first and last, by the spirit of public service, would better be out of the profession than in it.

THE normal schools of the country have, during the past 50 years, met their responsibilities heroically. It is true that in many instances they have not

HANDICAPS OF THE NORMAL SCHOOL

measured up to their opportunities. It does not require great ability to criticise. Those who contend that much of the instruction offered in the normal school has been below the desired standard, should remember that normal schools have not been well financed and salaries have averaged less, in many cases considerably less, than high school salaries in the more progressive states. If the graduates of a normal school offering four years of work beyond the eighth grade (as was so frequently the case formerly) or two years beyond high school graduation, were poorly prepared on the academic side or in professional skill, it may be replied that with much less expenditure of time and money the young man or woman could prepare for a life work more lucrative than teaching, less exacting and demanding less responsibility. And in any case, education is a matter of develop-

ment, of growth. Less than half our 700,000 teachers the country over have had any professional training whatever. The "tone" of those communities that have for years demanded the service of trained teachers, has been measurably above that of communities where other than normal trained teachers have been employed. Indeed, it is a sad commentary upon many universities where emphasis is placed mainly upon the academic side with little regard to the study and application of the principles of education, that their product is much less likely to succeed as teachers than that of the more progressive normal school.

THESE observations are occasioned by the condition as we now find it in various states, California included. For years there has been great need for development, not alone

COOPERATION OF NORMAL SCHOOL AND UNIVERSITY

of the normal schools, but of the schools and departments of education in the universities and colleges. It is planned in California to develop the normal schools into teachers' colleges; to strengthen the two-year courses; to add a third year and finally a fourth. Thus will the normal schools be developed into teachers' colleges, at the same time retaining their normal school character. The two-year courses may easily be strengthened by placing emphasis upon the various phases of academic work and by laying a better foundation in a knowledge of those subjects the teacher is required to master and teach. These are not and cannot be properly covered in the high school. On the professional side much time can be saved through the omission of obsolete material. As an example, there can be trimmed out much that is now given under the title of history of education, particularly as applying to the early periods, and by bringing

this subject forward to the present day so that the teacher in training shall be acquainted with the larger modern movements in education. Attention should be focused upon the real objectives in education, and emphasis placed upon the need for professional attitudes.

With the development of the school of education at the University of California, and the appropriation of money for buildings and equipment for an elementary school to serve for observation, investigation and practice, a great forward step will have been taken. In the past the normal schools have trained largely for elementary teaching positions. The University on the other hand has emphasized training of secondary teachers. It is becoming generally understood that those who teach in elementary schools need a much better foundation in academic lines than they have been able to secure through the time spent in teacher training institutions and methods now in use. And furthermore, the salaries of elementary teachers should be based, not primarily upon the grade or class taught, but upon the training the teacher possesses, the experience she has had, professional study during service, and the character of the work done. The school of education at the University can do much to develop elementary education and to bring up the standards of teachers in elementary schools. The same will be true of the teachers' colleges.

THE graduates of the normal schools who desire further preparation for elementary school service should find in the school of education at the University,

GRANTING THE BACHELOR'S DEGREE

those courses that will best fit them for further progress in the profession. This has for some years been true of the normal school, and will be more true now of teachers' col-

leges with expanded curricula. Moreover, there should be offered in the University opportunities for such to obtain the Bachelor's degree. The degree should be granted not merely for the regular four-year college course taken in residence at the University, but credit should be given, year for year, to those who have pursued any given number of years of normal school or teacher college work, so that four years of combined work in normal school or teacher college on the one hand and University upon the other, should secure the degree at the University. More than this, the normal schools themselves, when they become teachers' colleges, will be degree-granting institutions under a state-wide policy formulated and directed by the State Board of Education.

There has been misunderstanding in the minds of some as regards the possibilities of articulation of normal school and college. It has been presumed that the University would duplicate merely the work of the normal school. The former should offer advanced courses covering the sub-divisions of the elementary field. It should develop further the work of the normal school or teacher college or take up new lines. Those who enter the University from the normal school should find it possible to specialize in advanced work, for example, in mathematics for the elementary school, or history, or English or any other line of work.

ESPECIALLY should the school of education offer training to prospective supervisors, principals, superintendents and administrative offices generally,

TRAINING FOR ADMINISTRATIVE POSITIONS

not alone for the city schools, but for the rural districts as well. Lack of supervision in the rural schools is due not merely to a restricted vision on the part of teachers or

public, but the impossibility generally of securing for supervisory positions in the rural schools those properly trained, who understand rural life problems, and who look forward to service in rural communities.

With the development of the intermediate school or the junior high school, there is an increasing demand for properly trained teachers and supervisors. Too often, the intermediate school, so-called, is simply such on paper. More and more the intermediate school is coming to be an institution in fact, with courses modified and enriched such as to meet the demands and needs of young people of the 7th, 8th, 9th and 10th year ability. The training of teachers for these junior high school grades should be a special objective of the school of education at the University, and perhaps of the teachers' colleges as well.

Many students who have spent three years in the college without definite decision as to their future, would decide to enter the field of teaching if opportunity were offered for adequate professional training in their senior year. Thus college seniors who have not had normal school training, but who wish to teach in the grades proceeding those of the junior high school, should be permitted to pursue work that would secure the elementary certificate. Men and women going out from the University with such training would be well qualified to teach.

TO fulfill the need as it faces us in California, the school of education at the University should maintain an elementary demonstration school. This elementary school

NEED FOR A DEMONSTRATION SCHOOL

should furnish opportunities for observation, and first hand study of the problems confronting the teacher of today. There should be libraries, laboratories, shops

and conference rooms. The best equipped critic teachers possible should be secured and there should be opportunities for comparative studies of approved methods, of selected courses of instruction and of educational plans as carried on in the best schools the country over. There should be a museum of school appliances and equipments, architectural models and plans and the entire physical side of the school plant such as to bring to those who are in training for the elementary or secondary certificates the more modern and up-to-date ideas. This school of education should co-operate in every way possible with all agencies designed to further the solution of elementary school problems. Especially should it co-operate with the Bureau of Research which should be developed and expanded.

All of this is in entire accord with the understood intention of the University to train teachers for the regular high school field. The teachers' colleges may well carry out the plan now in force in some of the normal schools, of preparing teachers in special lines, such as home economics, music, art and the like. More particularly, however, the teachers' colleges should devote themselves to preparing teachers for the elementary field.

With such a school of education properly financed, working in co-operation with the normal schools and teachers' colleges, and offering the bachelor's degree for four years of work taken jointly in the normal school and college, both elementary and secondary education in California will be elevated to positions they have never heretofore occupied. With the fund already provided for the School of Education and the additional appropriation of \$100,000 provided in Assembly Bill 791, introduced by Mrs. Saylor at the Legislature (which bill should pass and receive the Governor's

signature) the School of Education will be fairly launched.

THE Council of Education of the Southern Section, C. T. A., has been undergoing reorganization and a number of meetings have been held since the first of the year. The last meeting was on March 5th. Among other important matters proposed was that of the budget, this coming through the Chairman of the Committee, C. A. Wheeler. There being numerous questions to come up for settlement, action to adopt the budget was postponed for later consideration. Attention was directed to the necessity of a constructive policy concerning the motion picture field. The question of allowing the vote of a substitute in the Southern Council, passed at a previous meeting, was reconsidered, and decision reached that substitute voting could not be allowed. Substitutes, however, and others interested in Association affairs, are welcome to attend meetings of the Southern Council.

Dr. Sutherland, in speaking for the Committee on Measurements, gave a discussion on "Teacher Rating," and in the discussion that followed, suggestion was made that the Southern Council continue the study of teacher rating. A committee was appointed to co-operate with the present Committee on Measurements.

Following discussion, it was determined to leave the question of the time of holding the next Annual Convention to the Executive Committee. There was appointed also a committee to study rural life and rural education, and a committee was appointed to work out a plan for an educational program for the next meeting of the Association.

The efforts of the President to secure the co-operation of the faculties of colleges and normal schools in the Association was reported as productive of results. Mr. F. L. Thurston, the temporary Secretary, was, on motion, made Executive Secretary for the year.

The members of the State Council of Education from the Southern Section recently elected are as follows: Mary W. Barnes, Miriam Beasley, A. R. Clifton, Paul F. Chenot, Ray C. Delther, W. A. Hamman, D. K. Hammond, Ida C. Iverson, Mrs. Eugenia West Jones, Mark Keppel, Gideon D. Knopp, Ira K. Landis, Robt. H. Lane, Geo. O. Lockwood, Adele M. Mooseman, Marie Newby, Mrs. Blanche T. Reynolds, A. P. Shibley, Paul E. Stewart, Mrs. Grace C. Stanley, W. L. Stephens, Wilhelmina Van de Goorberg, J. F. West, C. A. Wheeler and Merton E. Hill, President, and F. L. Thurston, Secretary.

It is interesting to discover that, even before 1830, under the wise assurance of E. M. P. Wells, at the Boston House of Reformation, there was established a system of "government by the children for the children," that worked. It was, as de Toqueville described it, a "true republic of children." The personality of Mr. Wells was strong, and his unshaken confidence in the boy reveals a standard for every teacher who has to do with rich-blooded, out-reaching youth; but there must be the "strong personality" in the school too. Not to trust is a criticism upon the teacher, not the child.

EDUCATION IN AMERICAN SAMOA

WILLIAM M. GREEN

Pago Pago, American Samoa

FAR removed in the South Seas, a mere dot on the map, and supporting only a few thousand brown natives, Tutuila and its neighboring islands claim little interest from America except for the presence of a naval coaling station. Population is small, and compared with any modern city school system, schools here seem almost trivial. Yet in the absence of any recent school reports, or of any discussion of its educational problems, a short statement may be of some interest.

Four chief volcanic islands, and a number of small islets make up the Samoan group. The bulk of the wealth and population lies in the western islands of Opolu and Savail, now passed from Germany to New Zealand. The islands of Tutuila and Manua, under the American flag, have a population, by the 1920 census, of 8305. The natives of all Samoa are one group, bound together by the closest ties of family and tradition. The real problems of education, though they may be ignored as trivial in our small islands, are alike, and the political division is unfortunate.

The missionaries, in ninety years of work, have made an elementary Samoan education universal. Every Samoan practically can read and write his language, and give scraps of Bible lore; and most of them master all the number relations and geographical information that will be useful to them. There is a native missionary in every village of any size, who offers instruction to all the children of the village. There are about fifty such schools in Tutuila and Manua, but the teachers have all been trained in Upolu, in a very long and severe course of study and work under the British missionaries. In British Samoa it is planned to make these village schools state controlled, continuing the primary instruction in the vernacular. In American Samoa these schools have been ignored, or discounted as inefficient and unworthy of support. The recognized schools are those conducted by Europeans, with instruction in English.

Of schools taught by white teachers, there are seven at present, six being mission schools, and one a government school.

The London Missionary Society is responsible for about fifty primary schools, as above described. Besides these, a girls' high school at Atauloma, and boys' high school at Fagalele,

are conducted by British missionaries. In each of these instruction is given in English. Other subjects are strictly elementary, corresponding to the work of intermediate schools in America. The object of the schools is entirely religious.

Three Catholic schools are conducted on an English basis, two for boys and one for girls. The Marist Brothers' School of Leone is supported by the government of the Western District, Tutuila, for boys of the district. The Marist Brothers' School and Marist Sisters' School of Pago Pago are supported by tuition, and are largely attended by the half-caste children from about the naval station. The work in these three schools is handled by teachers who are spending a lifetime in their schools and who have an opportunity to build up a consistent reputation for their work. Besides these English schools, with a strong half-caste support, there are certain Catholic mission schools conducted in Samoan and for Samoans.

The Latter Day Saints' Mission has conducted irregular school work for upwards of thirty years. Since 1906 there has been a regular mission plantation and school at Mapusaga, usually with two or three white teachers. Instruction is in English. Attendance has been as high as 200. Since the war their work has suffered for lack of young men in the mission work.

In each of the six mission schools attendance averages between 60 and 100, with a total average of perhaps 450.

The public school has followed the raising of the flag, in Tutuila as in each of our scattered dependencies. As the traveler is entering the harbor of Pago Pago, walled in by its steep green-clad mountains, the most noticeable structure is the large concrete school building on the northern shore, with its wide, cool verandas and massive white pillars, surrounded by stately coconut palms and thick, green mango trees. It bears the inscription, "Poyer School—1918." A boys' school has been conducted since the time of the first governor, in 1901, but had lacked a permanent building until the appropriation was made by Governor Poyer.

Four teachers are engaged—until lately three natives and one American. The average daily attendance is from 90 to 130, which is larger than that of any mission school. The school is officially known as the "High School of American Samoa," and ranks with the London Mission "High Schools," but its curriculum is en-

tirely primary and intermediate. English language instruction is the subject most stressed. School gardening has been introduced, but the physical difficulties of cultivation put a limit on the results possible. Basketry and mat weaving and manual training of any kind is impossible for lack of both equipment and trained teachers. The building represents an investment of \$17,500; salary expense has never exceeded \$2,580 per year; no books have been purchased for either a school library or for text books; there is no school equipment except desks, blackboards, and maps; incidental expenses are trivial.

A government school was for a time conducted in Manua, but in January, 1915, a hurricane devastated the island group, wrecked the school building and crippled the teacher, so that the school was given up. No government school for girls has been opened, partly due to the expense, partly to the indifference of the natives. There is some prejudice against co-education for pupils in the teens, so it seems little is to be done.

The educational problems of Tutuila are perhaps different from those of any other of our island possessions. First of all is the language problem. If foreign immigration were making the native tongue obsolete, as in Hawaii; or if there were a number of competing dialects which would be broken down by internal development, as in the Philippines, there would be no question of the place of English in the primary schools. But in Samoa there is no immigration of white families, and the half-caste children of white fathers always grow up speaking the native tongue. There is a Samoan Bible and a certain growing literature, supported by a system of Samoan mission schools. Samoa is isolated by thousands of miles of almost barren seas, so that its language seems well protected. On the other hand, in British Samoa there is a growing English community, and in American Samoa a permanent naval station to stimulate the use of English. There is in both places a considerable half-caste population taught English in school, and many of the young people are anxious to study and travel in Hawaii or New Zealand. So English will certainly continue to be taught, especially in the vicinity of Pago Pago, and of Apia in British Samoa. The value of English for Samoan children in their native villages seems doubtful as yet. Seven English-taught schools in Tutuila, with hundreds of pupils, for near a score of years, can show as a result just 366 Samoans and 108 half-castes able to speak English today. The

figures are of the recent census, covering all of American Samoa. After a few years in their villages, the boys and girls seem to have forgotten their foreign education. Perhaps the leaven is to commence working which will change the people, or perhaps native languages and customs are more persistent than our schools may reckon them. Perhaps it were well to follow the missionaries' example, and build on a foundation of the native tongue.

A second problem, a by-product of Samoan isolation, is the lack of trained teachers. To educate in Hawaiian or American normal schools a body of trained native teachers is impossible; to give normal training here with only a single elementary school as a basis is of course impossible. So the government has merely taken its best elementary trained boys, or boys returned from Hawaiian schools, and put them to teaching, with one American principal to supervise. As a result primary classes are backward in learning English, teachers cannot shake off the use of Samoan in their instruction, and are not properly trained in phonics, music, drawing or any of the subjects.

If the government is to attempt to reach the bulk of growing children with schools, it must establish a primary system, either with Samoan as a basis, or English. In the first case, the government should undertake the support and supervision of the primary village schools, and the correlation of their work with that of one or more intermediate schools teaching English. Or if primary instruction in English is to be the program, several additional primary schools should be established, in order to reach a larger number of children, and provide a better basis of support for the central intermediate school or high school. The work to be done by New Zealanders in western Samoa will undoubtedly be a help in guiding our work, furnishing text books, and possibly in training native teachers.

Pago Pago, American Samoa.

Dear Professor Boone:

I have ventured to write a short paper on education in American Samoa, thinking it might be of some personal interest to you, or possibly suitable for publication in the News. I hope I haven't belittled the Government's work here, but have tried to be accurate. Our school was recently inspected by a New Zealand Parliamentary Commission. Their Senior Educational Inspector pronounced our methods backward, and teachers (including the principal) untrained. Schools in Upolu, it seems, are larger, staffed with departmental teachers for music, drawing, manual training, primary supervision, etc.; and our school must seem hap-hazard. The only con-

solation is that the mission schools competing with us have the same faults!

I remember you once asked students from your class to write and tell you their first big blunder. I think I have made mine. I do not know how to sing or teach singing; I cannot draw nor teach drawing; I never saw a school garden in my life; I never studied phonics before I reached Samoa, and know absolutely nothing about "methods." I came to this school to teach all these elementary subjects and supervise the work of three Samoan teachers. The Lord in His mercy knows that I put on a bold front, even to teach singing and agriculture. But I haven't learned how to make American teachers out of the Samoan assistants, and in a week-kneed way I have let them do mostly as they please. I tried to compel these easy-going Samoan boys to do hard labor on the rough mountain side and call

it gardening, but I drove a number of them from the school, and had to practically abandon the work. Systematic teaching of drawing and singing was neglected, for I didn't know how to teach them and had no text books. The New Zealanders kind of woke me up, and now I realize that I am an ignorant, untrained, blundering amateur, and there is a big responsible job here, some day, for the right trained man.

I shall be back in California some of these days to get a little more college work in education, and try to find a better place to fit in, where I can take my special line of work. Language work is important here—but a college major in Latin is a little far-fetched.

It will be a great pleasure to see you once more, and be in Berkeley and America. Till then I hope you have the best of health and success.

Your disciple in education,

WILLIAM M. GREEN.

"THE POLY CIVIC CLUB"

CHARLES F. SEYMOUR

Head Dept. Social Sciences, Long Beach High School

WITHIN the Department of Social Sciences of the Long Beach Polytechnic High School, is found a unique and effective student organization. It is denominated the Poly Civic Club. The name is not the most dignified which might have been chosen. But, at least, it is "short and snappy," and being democratically selected by the students themselves, has value.

The organization originated two years ago, under the more cumbersome designation of "Executive Council of the High School Civics Classes." It soon appeared desirable, however, to enlarge its scope, and include other class groups of the department, and the present name was adopted.

The existing form of the organization is as follows: A bi-cameral system of representation is provided. Each Citizenship class constitutes an Assembly Chapter of the Poly Civic Club. All Civics and United States History classes, together with such other class groups as may elect to affiliate, are known as Senate Chapters. The two houses, Senate and Assembly, together constitute the Legislative Council. Each body has a separate bi-weekly meeting and is composed of representatives (one or more) from the respective affiliated chapters. All bills and resolutions, to be effective, must be favorably acted upon by both houses.

The Poly Civic Club, at the present date, is composed of twenty Assembly and sixteen Senate Chapters. Thirteen other classes within the department have preferred to remain outside the Club, but it is hoped that these may be drawn into it shortly.

Each affiliated chapter has its own officers and constitution, and sustains a relation to the central body somewhat analogous to that which the several States of the Union bear to the Federal Government. There is diversity of plan with only a minimum of uniformity. Some chapters hold meetings daily, during the class hour, the Adviser (teacher) conducting lesson discussion under the head of new business. Other chapters hold regular sessions once or twice a week.

The primary value of all this organization lies in its training for citizenship, in the broad sense of that term. We learn by doing, not by reading and discussing how others do. Much is made of parliamentary procedure. Dignity is thus conferred upon the work of the class hour. Ability in extemporaneous speech is actively cultivated. Best of all, the elements of self-government are instilled by practice. A disciplinary advantage flows from the same source—the onus of maintaining order in the class-room is thrown upon the student officers, and seldom do they fail to rise to any emergency.

To assert that any subject taught in the Department of Social Sciences cannot lend itself to such a socialized method of approach is to venture a gratuitous assumption already denied by experience. But there is a still greater value which is derived from such a plan. It is the stimulation to civic thought and action in regard not merely to the problems of the class-room, but also in regard to those which affect school and community outside the class room.

It was a committee of the Poly Civic Club which, during the campaign for school bonds

one year ago, placed a student speaker in nearly every church in town, morning and evening of the Sunday next preceding the election.

Recently, a committee of the Club waited upon Commissioner of Public Works, John D. Seerie, petitioning that a street light be erected upon the corner of Sixteenth and Atlantic, in front of the High School. A most courteous reception by Commissioner Seerie resulted in the placing of the light within one week following.

As a concrete evidence of its civic interest in things outside the school system, the organization maintains a paid-up twenty-five-dollar membership in the L. B. Chamber of Commerce.

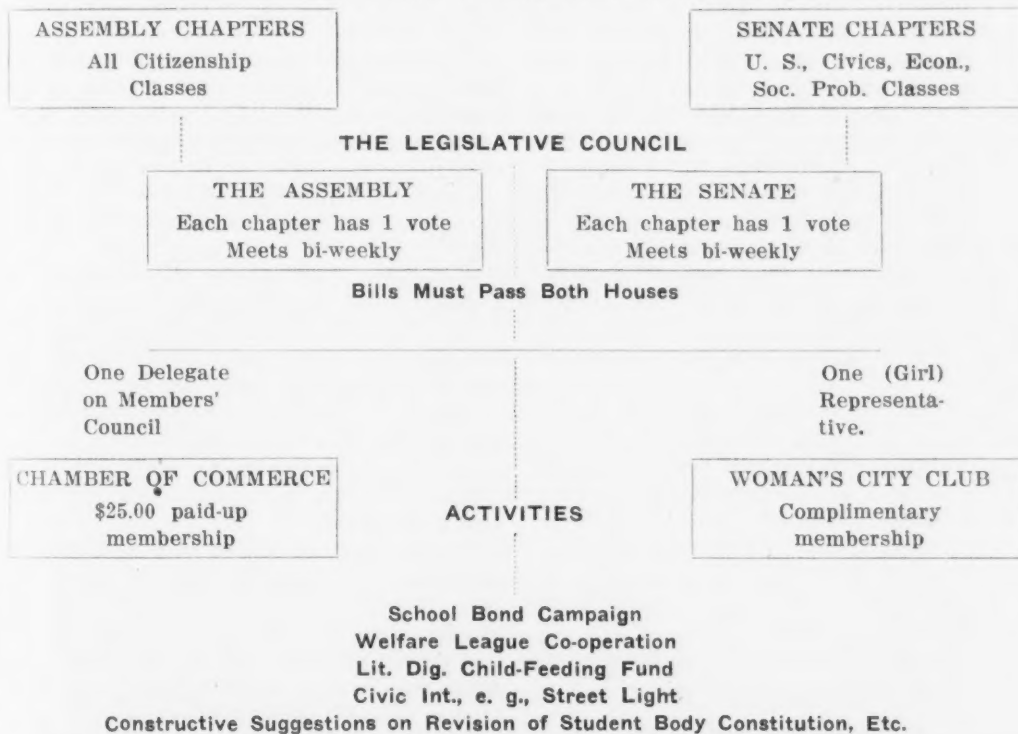
Latterly, a campaign has been inaugurated to collect quantities of tinfoil for the Long Beach Welfare League.

But the activities of the Club have not been restricted to Long Beach City. In response to the recent appeal of Herbert Hoover through the columns of the Literary Digest, nearly one thousand copies of which come every week to individual subscribing members, about \$300.00 has been voluntarily subscribed and paid into the Literary Digest Child-Feeding Fund.

That such an organization exists in Long Beach High School, and that such activities as those above described are being carried on, through student initiative, has proven a matter of interest to many public spirited citizens of the community.

A diagrammatic scheme is appended hereto, which will serve to illustrate what has been said above.

ORGANIZATION OF THE POLY CIVIC CLUB



REPORT OF COMMITTEE ON TEACHER MEASUREMENT AND PROMOTION QUESTIONNAIRE

A. H. SUTHERLAND

Director Division of Psychology, Los Angeles City Schools

AT a meeting of the Council of Education in October, 1920, a committee was appointed to draw up and publish in the Sierra Educational News a questionnaire relating to Selecting and Promoting Teachers

which had been presented to the Council verbally.

The questionnaire appeared in the November issue of the Sierra Educational News and was filled out and mailed to Miss Sara L. Dole,

chairman of the committee. Seventy-six teachers responded.

Following is a tabulation of the responses, which show for those who gave serious thought to the questionnaire, a consensus of opinion of teachers themselves with reference to the points upon which they are sometimes marked by supervising officers:

	Mean	Median	P. E.
I. Personal	134	100	34.74
II. Intellectual	193	200	47.21
III. Emotional	131	100	29.67
IV. Habits and Attitudes.....	165	150	40.47
V. Prof. Skill	270	250	57.33
VI. Social Qualities	90	100	17.53

In the case of each of the above aspects of character, there was a wide distribution of teachers' judgments, as was expected. The central tendencies, as shown both by the median and the mean show relatively the opinion that each one of the groups of qualities is of importance and how much.

The P. E. has been figured in each group of qualities and represents the amount of difference from the stated median which might be expected if a larger number of replies had been received. Since these amounts are certainly no greater than the variations in the judgments of supervising officers who commonly rate the teachers, they are significant only of the personal equation which enters into all such judgments. (The P. E. has been figured from the median).

Putting the above medians in terms of percentages, the following would seem to be true, as expressing the opinions of teachers regarding the marking of themselves. The medians total 900 points, of which

Personal Qualities	11%
Intellectual Qualities	22 "
Emotional Qualities	11 "
Habits and Attitudes.....	17 "
Professional Skill	28 "
Social Qualities	11 "

100%

Not the least interesting result of the tabulation of these questionnaires has been the reading and rereading of the valuable comments which were made by numerous teachers, e. g., One High School teacher comments as follows:

"The above scale I consider very poor. We want a scale that will be an incentive and a reward for self-improvement. I like the * * * * plan, which is as follows: Teachers are grouped into the A group, the B group, the C group, etc., by representatives of the teachers, the Board of

Education and the Superintendent of Schools. As a teacher advances in grade the salary advances. The grading is made:

1. On the principal's report as to conduct of room, ventilation, neatness and ability.
2. Certain books chosen by a committee to be read, or books read by the teacher which are approved by the committee.
3. Attendance at summer sessions of college.
4. Preparation of a manuscript on some subject chosen by the teacher.
5. Activity in some kind of civic life.

Two years are allowed in which to accomplish the above work."

Another interesting contribution is made by an elementary teacher, as follows:

"I think the reports are all too long.	
Discipline	600
Industry	200
Honesty	200

Nearly all the qualities in the report will come under Discipline. There should be two marks, Satisfactory and Unsatisfactory. If the teacher measures up to the requirements of the State that par should not be questioned.

I think that the reporting on teachers is one cause of so many teachers leaving the profession."

Fears of a marking plan are frequently expressed, as the following may indicate:

"I do not believe that a rating as suggested can ever be applied justly. Anything in addition to training and length of service has afforded an opening for the display of favoritism and similar evils in my experience."

But the appearance of the questionnaire has evidently stimulated some thinking, if the following is typical:

"The qualities submitted here as a guide in selecting and promoting teachers are indeed very thought-provoking. I believe that the teacher with the qualities suggested under V gets the best results, but I do not know of any device which can measure all the results which the teacher with such ability can secure.

Our educational tests measure the progress we make in certain subject matter, but progress in the so-called "studies" is not all of the educative process. We do not know how to measure all of it yet, and therefore we cannot be sure which of these qualities should guide us in selecting and promoting teachers."

Also the following shows a forward looking spirit and a certain amount of thoughtful consideration:

"It seems to me that V presupposes the possession of qualities enumerated under the re-

maining heads, which are, most of them, entirely too vague to be measured. But presuming, or having an impression, or judging, or guessing that a teacher has all the skills under the heading V gets us nowhere. Who is to presume, and how can we know that his presumption or opinion is the correct one? I should propose as the only reliable or relevant answer "her class room results as seen in the pupils she teaches." If the pupil is making progress in speed, accuracy, comprehension of the printed page, ability to grasp and follow directions, power to reason independently, power to reason out or find out for himself what he wishes to know—then the pupil either does not need a teacher, or else the teacher is an eminently satisfactory teacher, and all the administrative officers of the public school system are paid to see to it that she is undisturbed in the process."

Similar and extremely valuable comments are frequent. Since the work of tabulation has begun numerous reports have come from various sections of the State which indicate that superintendents of schools have been frankly discussing this subject with teachers. Else-

where teachers' committees have undertaken to introduce the subject into reading circles and study courses.

In our experiments and discussions in Los Angeles we begin to feel the need of a better method of securing the aid and co-operation of teachers in the analysis of the teachers' jobs and the respects in which there is success or failure. Two forms of report have been suggested; will be experimentally used and the results compared.

1. Dr. H. C. Hines, Assistant Director of the Department of Psychology and Educational Research, has modified the Officers' Rating Scale which was used with such marked success in selecting and promoting officers in the army.

2. The form given below also will be tried out.

Both plans require discrimination by the Supervising Officer and the assignment of a definite value on the positive side of the scale, and lend themselves to quantitative analysis. They are here given in the thought that possibly other schools which are beginning to experiment along this line may value the suggestion.

Value	Personality	Success in Class Room		Success in Co-operation	
		Cultivation of habits and Attitudes	Stimulation of Imagination and Thought	Internal—in the affairs within the school	External—in relations outside the school
High					
1					
2					
3					
4					
5					

SCHOOL LEGISLATION

AT this writing, March 26th, the Legislature is proceeding rapidly with school legislation. Assembly bills 4, 109, 173, 180, 181, 257, 335, 378, 426, 444, 452, 457, 573, 600, 745, 826, 836, 1090, 1094, 1124, and Senate bills 52, 279, 310, 321, 322, 323, 334, 335, 338, 556, and 670 have passed the respective Houses in which they were introduced, either in their original or amended form. The following bills are on the second and third reading lists: Assembly bills 439, 658, 708, and Senate bills 5, 535, 536, 629, and 702.

At a meeting of the State Board of Education

during the week beginning March 28th, the report of the Actuary regarding The Teachers' Retirement Salary Fund will be made. During this week there will be a discussion of the amendments to the law necessary to render the funds secure. As much publicity as possible will be given to the recommendations.

The bills apportioning State and County elementary and high school funds are proceeding well. The revised bills provide, in the elementary schools for \$700 State money and a like amount of County money to each statutory teacher and the remainder to be apportioned on

average daily attendance approximating \$9.00 per pupil. The high school apportionment bills will probably remain in their original form except for a change in the amount to be appropriated directly to schools, which will be changed to conform to the old law, which provides that one-third of the State school funds shall be apportioned directly to schools.

The Ecksward Bill, No. 378, relating to the tenure of teachers, very considerably amended, so that in the main it conforms to the bill proposed by the California Teachers' Association two years ago, has passed the Assembly and is now before the Senate Committee. Senator Johnson's bill, No. 5, which in the main conforms to the Ecksward bill, is now on the Senate third reading file.

During the past week considerable attention has been given in the budget hearings to the budgets of the State Normal Schools, the University of California and the State Board of Education. Unquestionably the need of greater support for all of these activities has been proven. Just how much larger apportionments can be given to these educational activities in the face of all the efforts made to restrict apportionments can not be foretold. However, the action of the Senate Committee in recommending favorably by unanimous vote the bills relating to changing normal schools to the status of teachers' colleges would indicate a very friendly and active interest in the teacher training institutions.

E. MORRIS COX,

Chairman Committee on Legislation.

DO WE BELIEVE IT? NO!

N. H. HUGHES

Principal, Claremont Schools, California

ONE of the most interesting places in which to observe demonstrations of crowd psychology is in a State High School Principals' Convention. The writer does not think, however, that all the behavior of such a body is characterized by this type of psychology. But occasionally one may see the better judgment of the majority completely carried away when some enthusiastic speaker declares that deepest black is absolutely white.

"Every student who does his best should receive a **one!**" declared a prominent educator at the San Rafael meeting and the windows of the assembly hall rattled with applause. Some of us, however, have at last regained our better senses and do not hesitate to express our disagreement with any such radical notion. The speaker on that occasion must have lost sight of the fact that many factors enter into the

making of a grade. Scholarship, initiative, attitude, co-operation, individual improvement, actual achievement—all of these and many more are to be fostered in the process of education. Conscientious application and persistence are important in the process but can not take the place of actual achievement. When our students pass out into the world of affairs they must "deliver the goods." They will be measured by what they do and not merely by the effort exerted in doing. Why then should measurement in the school be different from measurement in the world outside of the school? Any method of measurement (marking) which neglects actual achievement is both erroneous and misleading. If the student who does his best is to receive a **one** then we must include another mark to indicate what his best (ability) really is. This however, would be practically the same as publishing the student's intelligence quotient. We certainly doubt the wisdom of any such procedure.

But what about the so-called "Honor Society"? This idea too was loudly applauded at the convention. Strange, isn't it, that most of us had to return home before we could get out of the spell sufficiently to see the incompatibility of "**one's** for everybody" and "honor for the few"? Of course we can see now how inconsistent we were when we applauded these diametrically opposite ideas. After thinking the matter over, some of us feel very strongly that an "honor society" which provides special privileges and artificial distinctions, is undemocratic. The argument made by the supporters of the honor-society plan that it is equally open to all and therefore democratic seems to us unsound. In any system where students are working to their full capacities there must necessarily be differences in achievement. Only when standards of achievement are mediocre can the majority of students attain them. Approximately 25 per cent of the school population can not possibly reach even mediocre standards. Why argue, then, that an honor society which admits to membership only those who have attained a rank of "**one**" is equally open to all? There never was a greater untruth uttered than that "all men are created equal." In capacities for achievement they differ from the lowest to the highest. But, we venture to say, all persons are equal in point of honor when doing the best which their talents permit. The student who barely earns a "**four**" and the student who earns a "**one**" are entitled to equal honor if both are working up to their full capacities. Why not?

A SUCCESSFUL EXPERIMENT

BEATRICE WILMAMS

Principal Hawthorne School, Berkeley, Calif.

MR. OWEN WISTER, in the preface to his little book, "A Straight Deal or the Ancient Grudge," warns us of the danger to our country of the large number of what he terms "voting morons" in our American state. Now the problem of the "moron," as is true of most American problems, first shows itself in the public school, and the public school is attempting, more or less successfully, to deal with it. One of these attempts is the segregation of children of this type, and the organization of special classes for them. The formation of these classes, and their courses and methods of procedure are not new ideas, but are, nevertheless, still in the experimental stage. The following account of an experiment which seems an unusually successful one, may be of interest to those who are dealing with a like problem.

This class set sail at the beginning of the spring term of 1920, but its course was a stormy one, and several times a complete shipwreck was narrowly averted. A number of experiments as to organization and procedure were tried, but were mostly unsuccessful. I carefully observed the efforts of three successive teachers during last term, and in my opinion none of them was productive of satisfactory results. This year, the personnel of our faculty has been changed, almost entirely, and because of certain arrangements which seemed desirable, we introduced a modified departmental plan in handling the third, fourth, fifth and sixth grades and the special class. It is with the result of the plan upon the special class that this paper has to do.

In the first place, it is most important to note, each one of these children in the Hawthorne School has had, not just a more or less superficial mental test, which may or may not mean a great deal, but he has been carefully and intensively studied from the viewpoints furnished by every phase of his life. In other words, we have checked up on each Intelligence Quotient, the possible cause thereof and its possible improvement, and have taken into consideration every element in the child's life which might cause, affect or modify this mental condition. Each child has had a thorough physical examination. Also he has been examined from the standpoints of neurology and

psychiatry. Furthermore, we have carefully studied his special abilities and built upon them, his special disabilities and have made allowances for them and sought to remove them. But more than all of this, is the importance of the fact that we have studied, intelligently and sympathetically, the environment, the history, the inheritance and the home conditions of each child. Upon the knowledge gained by means of these investigations, we are basing our procedure.

Now it is probably natural that the teacher who specializes in work with children of this kind, should devote her attention almost exclusively to handwork, as, of course, she should do. But our experience here has taught us two things at least. First, and extremely important, the child seriously resents the fact that he isn't getting "school work," which to him means reading and spelling and arithmetic and geography and history, in short, those things which the "other kids" are getting, and which to him represent normal "schooling." Second, we discovered that most of the children, in fact, all of them, could do successfully a certain amount of work in these "regular subjects," and that we had no right to force upon them a course which would deprive them of any opportunity to develop along these lines. I may add, that we discovered another important fact. That is, that a succession of teachers will bring to such a class, extremely difficult and depressing to handle, a freshness of viewpoint and an enthusiasm of endeavor, which one teacher, working with it all day, inevitably loses as the day proceeds.

In the light of these observations, then, it is easy to see that a modified and carefully arranged departmental plan is the ideal one for taking care of such a class.

Of course, handwork predominates in our program. But it is carefully graded and so allotted that the children themselves are not aware of its predominance. And the types of handwork vary greatly. The children are given an excellent practical course in applied design, for instance,—lettering, poster making, tile designing, borders, book-covers, and so on, and we insist that there shall always be a worthwhile finished product. The teacher of drawing is a specialist in her line, excellently trained in an art school of high standing. She

is also the teacher of the various crafts,—basketry, rug weaving, tile-making, and other simple craft work. This design and craft work is so placed in the program that this teacher is enabled to give of her expert service to the other classes in the school, as well, and also, the children of the special class do not weary of the work. Once each week the older boys of this class do regular "bench work" in a "manual training" room with the fifth grade boys for an hour and a half, and with the sixth grade boys for a like period of time. The older girls take sewing and cooking once each week with the fifth and sixth grade girls. Also, for an hour and a half each week, on an afternoon of another day, a "manual training" teacher, a man, comes to the building to give wood-work to the fourth grade boys, using coping saws and other tools, making toys and wooden animals and other things. The boys of the special class join the fourth grade boys in this work, while the fourth grade girls go into the special class room for sewing, basketry and other handwork with the girls of that class. The older boys are also having a course in good, practical cobbling, which appeals to them as worthwhile and which they enjoy tremendously.

The nature study teacher gets the handwork values from certain work the boys do for her, such as making warming frames and garden stakes. All of the class, girls and boys, make gardens. But this same nature study teacher sees to it that these children get **facts** concerning nature, simple and easily understood, but **definite**, and that they develop some ability to talk, according to their intelligence, concerning these facts. Also that they memorize short and simple poems of nature as appreciation lessons. The teacher of reading gives each individual among them the opportunity to read as much and as difficult material as he possibly can, always leading him ahead to something requiring a little more power than the last bit he has mastered. The arithmetic teacher gives him "real arithmetic" to work on, and holds him to definite achievements. The history and geography teacher does likewise, and gets some astonishingly good results. Possibly the most beautiful and touching accomplishment of all, however, and possibly the most worthwhile, so far as "mental hygiene," or "soul hygiene," is concerned, is the really good singing, two-part singing, which the special music teacher, herself a genius, gets from these little ones of limited intelligence.

All of these teachers continually look upward and onward a little in the matter of ability and achievement for each individual, remembering, with Browning, that

"A man's reach must exceed his grasp,
Else what's a heaven for!"

Yet always, too, seeing to it that the child grasps some definite recognizable result, ere he reaches up to the next higher goal.

Now, all of this growth and development of each individual progresses, of course, by infinitely small degrees, and requires the most careful, sympathetic study, with infinite patience and infinite faith. But it is the result of a plan which does succeed, and which seems to us to be the logical, sensible and scientific method for giving the best to these handicapped children, who may thus be saved from becoming members of that class of "voting morons" of whom Mr. Wister so seriously warns us.

NATIONAL SUPERINTENDENTS' MEETING

The Atlantic City meeting of the Department of Superintendence of the National Education Association, held February 24 to March 3, was one of the largest in point of numbers and one of the most satisfactory in attainment of any meeting of the Department yet held. The program was prepared by Hon. Calvin M. Kendall, the President. Owing, however, to the prolonged illness of Superintendent Kendall, the meetings were presided over for the most part by the First Vice-President, E. A. Smith, Superintendent of City Schools, Evanston.

At the general sessions special attention was given to the whole field of Americanization, the reorganization of American education, and the needs of the rural schools. There were discussions relating to the co-operation of the administrative force and teaching body. In the departments and sections matters of pressing interest received attention at the hands of men and women best prepared throughout the United States to discuss these problems. The National Council of Education held two sessions, following the conference method employed at Salt Lake City, and there were meetings devoted to school administration, the reorganization of secondary education, National Congress of Mothers' and Parent Teacher Association, National Federation of Education Association, National Council of Primary Education, National Society of College Teachers of Education, Educational Press Association of America, Publishers' Association, Visual Education, Teachers' Councils, and other important sections.

From the State of California there were in attendance nearly a score of Superintendents and others, including Superintendent Fred M. Hunter of Oakland, President of the N. E. A., State Superintendent Will C. Wood, Dr. Lange, University of California, Commissioner A. C. Olney,

Prof. W. C. Proctor, Stanford University, with Superintendents H. B. Wilson of Berkeley, Alfred Roncovieri of San Francisco, Chas. C. Hughes of Sacramento, Walter T. Helms of Richmond, Paul E. Stewart of Santa Barbara, Henry C. Johnson, San Diego, Mrs. Susan M. Dorsey, Los Angeles, Miss Helen B. Watson, Assistant Superintendent, Los Angeles, President Edward L. Hardy, State Normal School, San Diego, Clarence L. Phelps, President State Normal School, Santa Barbara, T. C. Morehouse, the Macmillan Company, L. Van Nostrand, Milton, Bradley Company, J. Clark Babcock, the Century Company, Miss Elizabeth Arlett, Oakland, and Arthur H. Chamberlain.

Dr. H. B. Wilson, in a report to the teachers of Berkeley, carried in a bulletin under date of March 9th, has this to say regarding the meeting at Atlantic City:

"You will be pleased to know that California was well represented at the meeting considering the great distance. Fourteen were in attendance. You will also be interested to know that without any particular effort on our part, our popular and efficient State Superintendent, Mr. Will C. Wood, was chosen First Vice-President of the Department for the ensuing year. The following persons from California had one or more program duties and responsibilities: Mrs. Dorsey, Mr. Hunter, Mr. Chamberlain, Mr. Wood and Mr. Wilson.

"One cannot attend such a great gathering in the United States in the field of education without experiencing a wonderful inspiration. Out of these contacts one is able to sense the educational situations and motives which are operating in the various fields of public education. Further, one comes out of it with new ideals and inspirations, and especially with a greater feeling of confidence than he could have otherwise in reference to how well and how wisely the educational work in his own city is moving forward."

The proposed new Constitution went into effect. Under this Constitution only State, County and City Superintendents (1,000 population and above), Assistant Superintendents and all State and National officers of school administration who are members of the National Education Association, are to be voting members of the organization. The large numbers attending this meeting have made almost impossible the securing of any adequate meeting place. Especially is this the case since auxiliary organizations have been in the habit of holding their Annual Meetings at the same time and place. It will probably be necessary now for many of these organizations to meet in the week preceding the Superintendents' meeting. The Department is to provide its own system of financial support, and is to be financially independent of the N. E. A. The Secretary is to be elected by the President and the Executive Committee for an indefinite period, subject to termination at the close of the February meeting of each year. Nominations are from the floor, and the voting is later to be by ballot on printed tickets furnished by the Secretary of the Department. Dr. A. E. Winship was Chairman of the Committee on Reorganization.

CALIFORNIA TEACHERS' ASSOCIATION

Report of Meeting of Central Section

Participating in the Central Section meeting of the California Teachers' Association at Fresno, March 15, 16 and 17, were three counties, Fresno, Madera and Kings, together with Fresno City. Practically 1400 teachers were in attendance. The programs were in charge of Miss M. L. Richmond, the President, Superintendent of Schools of Kings County, of Secretary Robert J. Teall, Principal of the High School, Madera, and of the committee composed of W. L. Potts of Fresno, Membership Secretary, O. S. Hubbard, Lindsay, Treasurer, the various City and County Superintendents, and the members of the Council of Education.

There were several general sessions and a number of department meetings, presided over by Miss Richmond, the President, Superintendent Edwards of Fresno County, Superintendent Cunningham of Madera County and Superintendent Cross of Fresno. The department meetings were arranged for and carried on under the direction of the following: Elementary Teachers, Mrs. Elsie Bozeman; Primary Teachers, Winifred Wear; High School Section, Louis P. Linn; Physical Education, Clark W. Hetherington; History, John A. Nowell; Part Time Education, F. H. Sutton; Kindergarten, Elizabeth Nayson; Agriculture, A. A. Sorenson; Administration, Cree T. Work; Art Study, Lucy Walker; High School Girls' Advisers, Julia M. Doughty; Americanization, Emery Ratcliffe; Library, Alvan Clark; Classical, Pearl M. Small; Home Economics, V. Esther Simmons; Manual Training, M. C. Harris; Intermediate School, Joseph F. Leonard; Lecture-Recital, William A. Otto; Personal Efficiency, O. S. Hubbard.

Of visiting speakers there were a number, including: Professor C. E. Rugh, Eugen Neuhaus, F. L. Griffin, J. V. Breitwieser, Agnes Faye Morgan, of the University of California; Hollis Dann, State Supervisor of Music Teaching, Pennsylvania; Anthony F. Blanks, University of Southern California; Mrs. Elizabeth Hughes, State Assembly; State Superintendent Wood and J. B. Lillard of the State office; President C. L. Phelps, Santa Barbara Normal School; W. R. Ralston, Assistant State Leader of Agricultural Clubs, Berkeley; Miss Miriam Beasley, State Normal School, San Diego; Mrs. Hugh Bradford, 2nd Vice-President, State Congress of Mothers, Sacramento; Arthur H. Chamberlain, Executive Secretary, California Council of Education; Captain Paul Perigord, California Institute of Technology, Pasadena; Tully C. Knoles, President College of the Pacific, San Jose.

A suggestive feature of the entire meeting was the fact that most of the programs were not overburdened. The addresses were characterized by proper brevity and point. As usual, at this Central meeting, there was an abundance of splendid music. One evening was devoted to a musical program provided through the courtesy of the Fresno Symphony Orchestra, conducted by Earl Towner, the soloists being the noted composer and pianist, Charles Wakefield Cadman, and Julia Jack, mezzo-soprano. There were a number of other local musicians and artists

(Continued on Page 215)



EDUCATIONAL LITERATURE



The Italian Twins. By Lucy Fitch Perkins. Houghton Mifflin Company. Pages 152. Price \$0.96.

This is a delightful addition to the series of geographical readers of which some of the best known are "The Dutch Twins" and "The Belgian Twins." It is intended for Grades V and VI. The circumstances and scenes told and described in the easy style of the author, and inimitably portrayed by her quaint illustrations accompanying the printed copy, make Italian life so real as to live again for the boy or girl who has the opportunity of enjoying in this way a little excursion into a foreign land. The "Italian Twins" will undoubtedly be acclaimed with as hearty a reception as their predecessors in the series, and deservedly so.

Dietetics for High School.—By Florence Willard, Washington Irving High School, New York City, and Lucy H. Gillett, Dietetic Bureau, Boston. The Macmillan Company. Pages 201.

In this text is provided a suitable modern scientific content, largely in the form of problems, exercises, tables, graphs, etc., from which may be taught the applications of the principles of nutrition to the feeding of the family. Special attention is given to the relative values of various foods, economy in purchasing, and the establishment of good food habits. This subject-matter is organized in such a way that it connects closely with courses in Hygiene and General Science. This is a practical text prepared for high school use from the results of the author's extended experience in teaching the subject.

The Essentials of Good Teaching. By Edwin Arthur Turner, Director of Practice Teaching, Illinois State Normal University. D. C. Heath and Co. Pages 263.

This expository treatise on classroom technique in the elementary field of instruction deals with basic principles in the art of teaching, and their application, rather than with devices of a purely external kind, as so many other works of this general type do. Out of the fullness of his experience as director of a widely-known practice teaching institution, the author has been enabled to deduce a philosophy of "good teaching" which he develops in this book for the benefit of the profession at large.

Professor Turner first differentiates teaching from other forms of doing. He proceeds to define the objectives of public school teaching in relation to social demands. He describes the origin, growth, and organization of the subject-matter of the curriculum and shows its functional implications. He establishes the child factor as the chief determinant of teaching method, applying the principles so derived to ways of learn-

ing, habit formation, and the development of appreciation and a sense of responsibility. He outlines the character of effective stimuli. Finally, he indicates how these fundamental principles should actually be employed in the presentation of several elementary subjects—reading, arithmetic, writing and spelling. Chapters are supplied on standards for measuring results, and the growth and application of objective standards.

The author's style is clear and direct. A wealth of concrete illustration to illuminate the abstract ideas necessarily inherent in the subject is one of the most valuable features of the author's treatment.

Everyday Chemistry.—By Alfred Vivian, Dean College of Agriculture, Ohio State University. American Book Co. Pages 560.

A text which combines a course in inorganic chemistry with a course in organic chemistry and at the same time makes applications of both in the phenomena of daily life, has become the most acceptable book to be placed in the hands of either Junior High or Senior High School students. Such a text is *Everyday Chemistry*. It is a first course sufficiently simple and clear for the average student to understand, based upon a brief study of the elements and their important compounds and reactions. The procedure is from the known to the related unknown. The content has been subjected to these tests: (1) Is this fact or theory essential to the understanding of life's processes? (2) Is it necessary to explain some other fact or theory that is necessary to such an understanding? Materials failing to satisfy the tests affirmatively have been excluded.

The text is adaptable to High Schools of whatever size. Even the smallest school, with meagre equipment, need not hesitate to introduce it, for its experiments and problems may be worked out with the simplest apparatus.

Cuentos Y Lecturas en Castellano. By Maria Solano, Head of Dept. of Modern Languages, Boston Normal School. Silver, Burdett and Co. Pages 158.

The material from which the selections of this volume are taken was given thorough trial in the author's normal classes and in the schools of Boston before being put in print. The book is a simple reader, so graded as to fit the needs of classes beginning the study of the Spanish language, either in junior or senior high schools. It contains varied and colorful reading selections, questions, exercises, drills (principally on necessary verbs), a simple yet ample vocabulary of words in everyday use, explanatory notes, and a few rhymes and songs. There are numerous, well-chosen illustrations.

First Year Latin (Revised Edition). By Collar and Daniell, revision by Thornton Jenkins, Head Master of Malden High School, Malden, Mass. Ginn and Co. Pages 347.

The first Collar and Daniell beginner's book in Latin attained a vogue that well-nigh approached celebrity. The reviser is a teacher of long experience who has incorporated in the new edition many points of special teaching significance, all of which may be described as tending towards simplicity and thoroughness. The lesson vocabularies are derived almost wholly from the first four books of Caesars Gallic War; the constructions have been limited; the study of derivation is emphasized even more than in the earlier edition; interesting connected reading is introduced early and followed up extensively from point to point in the text. Provision is fully made for drills and reviews. The modifications are such as in no way to impair the value of the method and purpose of the original book, and should affect favorably its use under classroom conditions.

The volume is illustrated superbly with numerous artistic line engravings and half-tones, which enhance greatly the realism of the printed matter.

National Intelligence Tests, prepared under the auspices of the National Research Council, by M. E. Haggerty, L. M. Terman, E. L. Thorndike, G. M. Whipple and R. M. Yerkes, chairman. World Book Company. Scale A: Form 1; Scale B: Form 1 (with Scoring Keys, in packages for 25 pupils), \$1.60 net. Manual of Directions, 40 cents net. Specimen set, 50 cents postpaid.

These are the Army mental tests adapted for use in schools and the most important group psychological tests probably ever made for school use.

The Council had different tests made ready in the fall of 1919 and used them in many schools before above committee selected two series out of the group which seemed to be the most satisfactory. These two series have been used by thousands of school children during the spring and summer of 1920. This preliminary use of the tests has resulted in the present edition, in two scales of five tests each (with preliminary exercises), the first placed upon the market, and which is as near perfect as the acknowledged experts in group testing in this country can make them. In this work of perfecting the tests, the Committee of the National Research Council used the fund of \$25,000 which was supplied to them by the General Education Board.

The National Intelligence Tests are designed to test the general intelligence of children between the ages of seven and eighteen years (Grade 3 to 8).

Their uses in schools will enable a teacher

1. to classify pupils for instruction on the basis of intelligence,
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The National Research Council will use the royalty due them on the sale of these tests to further extend the usefulness of the tests and provide a service of information to the test users.

Teaching Manual and Industrial Arts—By Ira Samuel Griffith, Professor of Industrial Education, University of Illinois. The Manual Arts Press. Pages 229, Price, \$2.00.

This book by Professor Griffith is by far the most comprehensive and practical book yet published dealing with teaching problems of Industrial Education. This very important phase of education is so fully treated that there can remain no doubt in the reader's mind as to the relative value of manual work; the time, in the educational process of the child, where this may be used to advantage, and the particular emphasis that may be placed upon such work. The author sets forth in a very clear manner the several types of manual arts and their function and relative worth, educational as well as vocational. Professor Griffith's differentiation in the teaching of manual arts, their relative value and sequence, and their relation to each other, points out a weakness, if not a danger, wherein many industrial arts' advocates fail to distinguish between low type industrial activities from the higher types. His treatment of the great problem of correlation is both sane and practical. Every phase of the subject of Manual and Industrial Arts is treated in a most practical and thorough manner. As a text book, it must be the means of giving students of this subject, clear and well balanced values of the manual and industrial arts. And surely, we have experimented with this phase of education long enough; after twenty-five or more years of experiment, we certainly must have derived a goodly quantity of facts and material having somewhat known values. Professor Griffith's book certainly marks the end of the experimental epoch. This is a book well worth reading by all interested in education.

U. S. Commissioner P. P. Claxton is authority for the statement that \$5,000,000,000 was spent for luxuries in the United States in 1920—three times the total expenditure for education.



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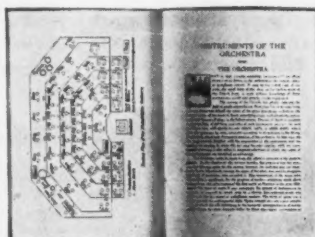
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NOTES AND COMMENT

Dr. John William Withers, for the last four years Superintendent of Schools in St. Louis, has accepted the deanship of the School of Pedagogy of New York University, in succession to Professor Thomas M. Balliet, who retired in June, 1919, becoming Professor Emeritus. The announcement is made by Chancellor Elmer Ellsworth Brown.

Dr. Withers's appointment to his new position was received with much interest in educational circles. He is one of the most prominent educators in the country and is nationally known as the reorganizer of the St. Louis public school system, and for his long, successful fight against political control in the public schools. He has succeeded in raising the salaries of the teachers five times within the last three years, the total increase amounting to the sum of \$2,140,000 annually. Dr. Withers was tendered his present appointment by the Council of New York University last June, but delayed acceptance until he had carried to successful completion his educational plans in St. Louis.

For the year 1913-14, attendance upon American colleges and universities numbered 139,000; last year there were 180,000; for the current year it is estimated the enrollment may reach 250,000, an increase of nearly 100 per cent in two years. Scores of these institutions have had to refuse entrance to applicants; others have waiting lists, or are enrolling students years in advance. It is generally conceded that the solution of this new and difficult problem lies in the wise introduction and use of our California device, the Junior College.

As shown by a recent report from the University of California, extensive teaching and community entertaining are among important services of the extension division. The report shows that 16,315 persons are registered in extension class and correspondence courses. And in addition to that number, 107,539 auditors attended lectures and recitals given by University Extension during the year ending June 30, 1920, and 308,613 persons witnessed moving picture and stereopticon entertainments provided through the Extension Department to churches, schools and clubs throughout the state. By the first of last July there were students registered in correspondence courses from every county in the state but one. Lectures and recitals were given in 119 cities and towns of the state.

One of the most remarkable signs of educational progress is the admission of women to Oxford, as recorded by this Washington paper:

One of the last strongholds of mere man has fallen. Oxford University has decided to throw its doors wide open to women. It is doing this at the very moment when the males,

clamorous for admission, are more numerous than it can conveniently accommodate. Before the war many students were attracted to the German universities from England as well as from America, but as Germany is now in extreme disfavor, the logical result is that more and more aspirants to the higher learning are crowding the two great English national centers of student activities, Oxford and Cambridge. It is under such circumstances that Oxford has come to its momentous decision, and it is only a question of brief time when Cambridge will follow suit.

Naturally this almost revolutionary step on the part of the governing body of storied Oxford has given rise to much misgiving and has evoked spirited protests throughout conservative England, but, for weal or woe, the die has been cast. The country which has already sent one woman to Parliament and will soon send several could scarcely withhold any possible favor from the fair sex. The entrance of Lady Astor to the House of Commons broke down many barriers and made co-education at the universities a well-nigh inevitable corollary.—Washington Post.

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808-810 Sprague Ave.....Spokane

PIANOLAS

Say you saw it in the Sierra Educational News

Books Children Will Like

Dunlop and Jones' Playtime Stories

(Just published)

This book fills a real need in school reading. It is a first year supplementary reader, designed to follow the pupil's first book. The seventeen delightful stories and verses given are all adaptable to dramatization. They are set in large clear type and beautifully illustrated in color.

Silvester and Peter's Happy Hour Stories

(Just published)

The story of how the Giraffe got his long neck, of old Dunk the elephant, of Bobby whose fairy shoes tried to carry him to school and when he wouldn't go, went on without him—all these as well as other stories and verses make this a book little children love. It is for the first and second years of school.

Lucia's Peter and Polly Stories

The four books in this series, Peter and Polly in Spring, in Summer, in Autumn, and in Winter are widely popular. Boys and girls both like them. The good times that these two

jolly, lovable children have are related in a style that is delightfully simple and natural. They teach, very subtly, many a lesson of good behavior.

Baldwin and Livengood's Sailing the Seas; or The Log of Tom Darke

The autobiography of a country boy who goes to sea and in many ways learns at first hand about the various kinds of ships and shipbuilding since the earliest days. It is an absorbing and exciting story whose climax is reached in the shipbuilding during the Great War and in the fight of a merchant ship with a submarine. The volume is profusely illustrated with line drawings and full-page half-tones.

Carpenter's Around the World with the Children

With the literary skill which has made Frank G. Carpenter known to thousands of readers, he writes here of an imaginary journey to the children of other countries. Their home life, games, dress, toys and daily tasks are projected before the pupil's imagination with unusual realism.



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A bureau of school correspondence, which will act as a clearing house for the exchange of letters and other matters of interest between schools of different countries and between different sections of the United States, has been organized by the Junior Red Cross. The exchange will include letters, post cards, school papers, photographs, scrap books, and handwork, which will serve to reflect the life typical of one section of our country to the boys and girls of another, or which will bring the children of America and those of other lands into sympathetic understanding.

The fact that the Zaner Method of Arm Movement Writing is widely used in the public schools and private commercial schools of this country is evidence that it meets the requirements of such schools. Then the demand for supervisors and special teachers of writing, and also for commercial teachers who are trained in Zaner Method Writing, is such that the Zaner & Bloser Company have deemed it advisable to establish a Zaner Method Summer School of Penmanship in the state of Colorado at Denver. The company states that the demand for trained teachers is far in excess of the supply notwithstanding the fact that a permanent residence school is maintained in Columbus, Ohio. No doubt many teachers will wish to attend the summer school to be held in Denver during 1921, and regarding which an advertisement will be found in this issue. It will offer the opportunity to teachers to greatly improve themselves in methods of teaching penmanship, as well as to acquire a first-class handwriting.

High school teachers of science will be interested in the report of the Commission on the "Reorganization of Secondary Education," soon to be issued as Education Bulletin 1920, No. 26, by the United States Bureau of Education. It constitutes a bulletin of 60 pages and deals with the aims, methods and content of general science, biological sciences, chemistry and physics. It outlines science sequences for schools of different sizes for the six years beginning with the seventh grade. It has been seven years in preparation and should be both suggestive and authoritative.

Something more than 500 Rhodes scholars have been appointed from the United States, representing 172 institutions. One-half of these specialized in law. Seventy per cent of them had place on athletic teams. A comparison of records shows that American scholars take more firsts and seconds in honor courses than do English honor men. Oxford men easily lead in the traditional University courses—classics and mathematics.

Most city schools, through their boards of education publish, in a more or less permanent and pretentious form, annual reports of the plans and work and progress of their schools. Patrons, if they are interested enough to examine these exhibits, may know the conditions

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An Acid Test for High School Textbooks

In 1920 the California high schools bought complete supplies of textbooks in all subjects when the new free textbook law went into effect. Before buying texts the schools examined and tested all of the available books with particular care and because of the large enrollment in the California high schools (144,870 students) the competition for the business involved was unusually keen. The texts listed below were all selected by more schools than any of their competitors. Because of the high standards of the California high schools and the qualifications of their teachers, the requirements for high school certification being higher than in any other state, you may be sure any book on this list has been put to an unusually severe test and not found wanting.

THE WINNING LIST

	No. of Calif. High Schools Using	No. Using Nearest Competitor
Gayley: Classic Myths	175	33
Gayley and Flaherty: Poetry of the People	159	19
Long: English Literature	225	43
Long: American Literature	142	48
Allen and Greenough: New Latin Grammar	75	45
Hawkes, Luby and Touton: First Course in Algebra	247	68
Hawkes, Luby and Touton: Second Course in Algebra	154	41
Wentworth-Smith: Plane Geometry	234	38
Wentworth-Smith: Solid Geometry	147	29
Wentworth-Smith: Trigonometry	175	20
Robinson and Breasted: History of Europe, Anc. and Med. and Breasted: Ancient Times	163	91
Robinson and Beard: Outlines of European History, Part 2 and Robinson: Medieval and Modern Times	180	61
Muzzey: American History	243	40
Millikan and Gale: Practical Physics	220	39
Caldwell and Eikenberry: General Science	105	101
Bergen and Caldwell: Practical Botany and Bergen: Botany	24	15
Hough and Sedgwick: The Human Mechanism	29	22
McPherson and Henderson: Chemistry	120	108
Waters: Essentials of Agriculture	40	23
Miner and Elwell: Principles of Bookkeeping	150	141
Huffcut: Elements of Business Law	72	18
Powers and Loker: Practical Exercises in Rapid Calculation	87	8
Moore and Miner: Practical Business Arithmetic	188	58
Davis: Practical Exercises in English	95	
Cheyney: Short History of England	54	4
Brigham: Commercial Geography	41	13

Is Your School Using These Texts?

GINN AND COMPANY, Publishers

20 Second Street, San Francisco, Calif.

and itemized costs and efficiency of the privileges of their children's education. Among rural schools, this is rarely attempted. Where the county system of organization prevails, the report covers all schools, both village, town and country. But Runnels County, Texas, has shown how it may be accomplished by the voluntary co-operation of the several somewhat independent schools. The year-book for 1920 covers the work of forty-six schools. It is an annual that furnishes interesting matter for patrons, affords a chance for comparison of costs and efficiency, tends to cultivate a sense and appreciation of larger and common interests, and dignifies the work of education. California rural and village schools may well profit by the example.

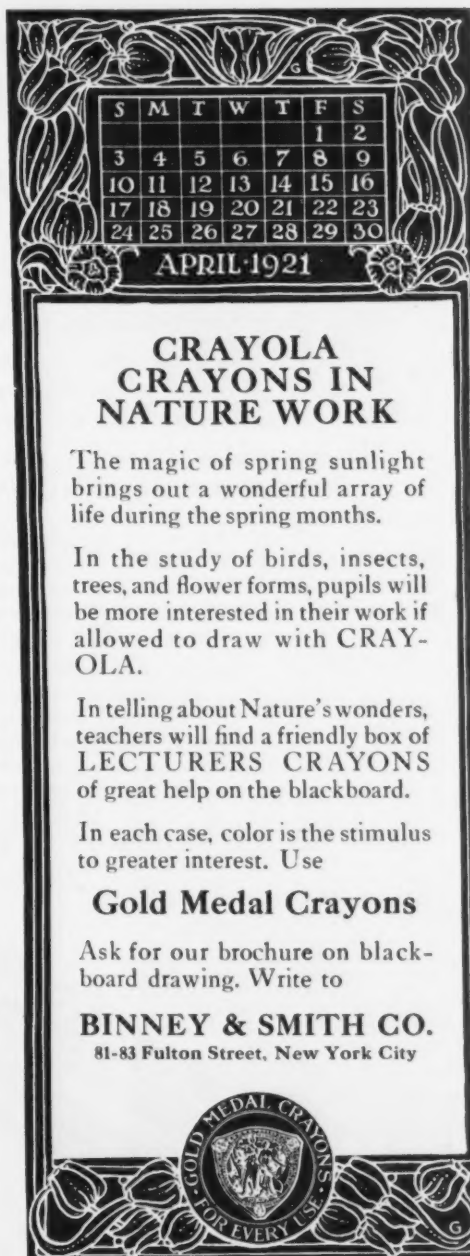
Another of California's pioneer educators has passed beyond. At the ripe age of 86 years, Judge S. W. Oliver died at his home in Alameda, on February 22nd. He was a contemporary and co-worker and friend of Mark Twain in the early gold camps of Nevada and California, dispensing justice in Virginia City. The two young men were in their venturesome prime and Oliver's life for almost a generation was rich in experience of the beginnings of California. Fifty years ago Mr. Oliver was in charge of the Gilroy schools, and later superintendent of city schools in San Jose. He is said to have introduced industrial training into the schools of the State.

Professor Richard F. Scholts, whom many California teachers will remember for his lectures on history in the University, has just been elected president of Reed College, Portland, Oregon, and has accepted. We are disposed to congratulate Reed College.

Another example of what may be done through the consolidated school is found in Monroe Township, Preble County, Ohio. It is a farming community of 2000 population, with its largest town about 300. Transportation is by 15 routes. There are 400 pupils, 100 of them high school. Beside the school rooms, there are assembly room and auditorium, of 500 capacity, science laboratories, workshops, a gymnasium, a library, a banquet room. On the 10-acre grounds there are tennis courts, volley ball court, and baseball diamond. It maintains a high school orchestra, vocational agriculture under the Smith-Hughes law, an orchard of 100 trees, a motion picture outfit, and a community center with lyceum course, school plays, and concerts, and a meeting place for local industrial and social organizations. With such opportunities, what youth would care to exchange them for the city?

A three-year vocational course of study in printing, prepared by Frank K. Phillips, should be in the hands of every superintendent, principal or teacher interested in printing as a school subject. Both employing printers and workers in

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APRIL 1921

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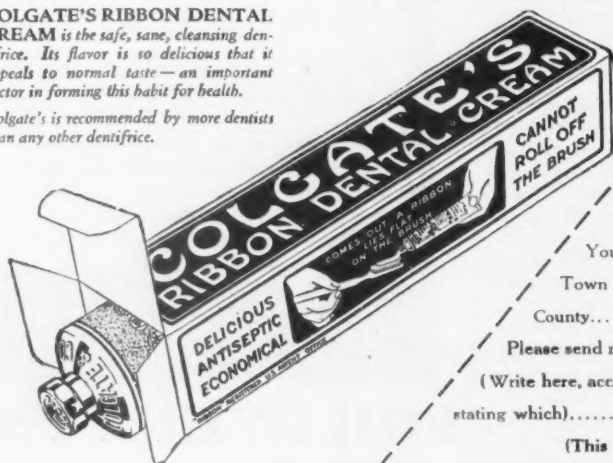
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the printing industry. In fact all interested in the fundamentals of training through teaching printing, will find this course a mine of information. The course outlines shop work in printing in semester or five-month periods. The total course provides for three years or thirty school months of shop work with one shop period of three hours daily. Besides the course in shop work, courses are given in (1) English and spelling, (2) mathematics, (3) drawing, and (4) science, each course showing how instruction in printing may be correlated with these subjects. With each half-year outline is given a list of reference and textbooks. This course is one of the most valuable contributions concerning printing as a vocational subject in the course of study that has ever been brought out. Copies may be secured by writing to Frank K. Phillips, Manager, Educational Department, American Type Founders Company, 300 Communipaw avenue, Jersey City, New Jersey.

On a trip to New England last month, S. C. Smith, Ginn & Company's Pacific Coast Manager, found from coast to coast great interest in California's Junior College plan. He prophesies that, as with the junior high school, California's example will be followed in many states, especially where the institutions of higher learning are greatly overcrowded.

Presidents E. L. Hardy of the San Diego State Normal School and C. L. Phelps of the Santa Barbara State Normal School, attended the Council of Normal School Presidents held in Washington, February 24th and 25th. Later they attended the meetings of the Department of Superintendence held at Atlantic City.



Charles L. Swem, who for the last eight years has been official reporter and personal stenographer to Woodrow Wilson, has joined the forces of the Gregg Publishing Company as managing editor of the Gregg Writer, with headquarters in Chicago. Mr. Swem's career in the stenographic field reads like a romance. At the age of sixteen he developed special ability as a shorthand writer. His ambition

was to become one of the fastest writers of the world. As a result, he established national records in many speed contests. When Mr. Wilson was elected President, Mr. Swem was offered the position of official reporter and personal stenographer. His notebooks contain more than ten million words dictated by the President. Mr. Swem traveled more than 150,000 miles with President Wilson, accompanied him on both his trips to the Peace Conference, and reported the Peace Conference for him. He brings to the Gregg Writer splendid abilities for the position. He



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Stella P. Boyden—Winner California State School Typewriting Contest, San Francisco, 1920.

Jessie Peoples—Winner Tri-State School Typewriting Contest, Philadelphia, 1920.

Louise R. Potter—Winner New England States School Typewriting Contest, Boston, 1920.

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knows what it is to become an expert short-hand writer. He knows what is required of a secretary. He knows how to write interestingly, and he brings a fund of experience that will be of immeasurable value to the readers of the magazine.

Dormitories for rural teachers! Fifteen states are already making the experiment. In two widely separated sections, Montana and Mississippi, the policy has been generally adopted. No charge is made for lodging, but for meals the house is expected to be self-supporting. Of the states making the experiment, six—Georgia, Alabama, North Carolina, Mississippi, Virginia and Tennessee—are in the South; one only, New York, is found in the North Atlantic section; seven—Montana, California, Colorado, Nebraska, Nevada, Utah and Wyoming—belong to the far West. Besides these is West Virginia. Topographical conditions and the distribution of population influence the action of the states in this matter.

It is officially reported that while in California approximately 58 per cent of the State's revenue goes to education, in Missouri, the State pays but one-sixth the cost of the schools, the local districts paying the other five-sixths. Of necessity the support of education must be very unequal, as wealth and educational sentiment are unequally distributed. Education being primarily a state responsibility, the major burden for its support should rest on the State.

In a discussion of the "Farm Woman's Problems," Florence E. Wood reports that in the group of Western States, where 62 per cent of the homes use autos and 56 per cent have house phones, the average distance to high school is a fraction over nine miles. The conditions tend strongly to individualism in training and interests.

The International remains the standard dictionary for school and general use. Says Thos. E. Finnegan, State Superintendent of Public Instruction for Pennsylvania: "Webster's New International Dictionary is the most comprehensive, concise, scholarly publication printed in the English language. No publication meets so completely and so satisfactorily the constant needs of all people as does this wonderful volume."

While at Springfield, Mass., recently we picked up a copy of The Chestnut Burr, published by the pupils of the Chestnut St. Junior High School and printed by them in the school print shop. The following is interesting, to say the least. Some original definitions found in the vocabulary test:

Puddle—A kind of dog.
Guitar—A disease of the nose and throat.
Quake—Noise made by a duck.
Muzzle—A man's muscle.
Hysterics—Something that tells about history.
Starve—To be without food.
Fin—Scaly things on the side of a fish.
Selectman—A man who looks after the speed limit.

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By N. C. Schaeffer, Ph. D., LL.D., Superintendent of Public Instruction for the State of Pennsylvania.

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Mellow—A cat's noise.
 Harpy—A person who talks like Irish.
 Juggler—One who sells jugs.
 Shrewd—A man who owns pigs.
 Mars—Strange dreams.
 Irony—Well ironed.
 Milkop—Cardboard which is in the top of a milk bottle.
 Flaunt—To drop down in a subject.
 Promontory—A place where promotions among employees are discussed.
 Lotus—A kind of cookie.
 Milkop—A milkman's help.
 Conscientious—Not good in science.
 Apish—Way up in the world.
 Philanthropy—A man who can throw his voice.
 Mellow—A fruit that is yellow and green inside with big seeds.
 Nerve—An intestine of the brain.
 Brunette—A woman over thirty.
 Frustrate—All dressed up.
 Guitar—Something to hold up a stocking.
 Plumbing—Fat.
 N. B. If the reader does not find his definition included in this list, he may find it in the next edition of the paper.

The Fred Medart Manufacturing Co. has issued revised price lists on gymnasium and playground apparatus and steel lockers. The new lists show substantial reductions in cost. The lists may be secured by writing to the company, Halto Building, San Francisco.

Somewhat similar to an organization in southern California, steps are being taken in a score or more high schools in northern California to effect an association of high school publications. A meeting of the editors of such school papers has been called at Chico, May 14th. This venture should have the cordial support of all high schools in the district large enough to maintain such an instrument of publicity and education. In time it is hoped that each school may profitably support its own printing plant.

Boston schools have 77 rooms devoted exclusively to the backward pupils. But the special room is thought to be a very small measure of the total number of weak-minded children in the public schools. The less obvious of this class are the "border-liners," or "morons," men and women in appalling numbers who stumble along through to old age with just enough wit to escape the foolish-house and not enough to connect with the social order. Here is an educational problem of the first importance. More, even, it is a problem of parenthood and right breeding.

Of more than local interest is the announcement of a series of ten lectures on the Natural History of the Sierra Nevadas. It will confine itself mainly to the Yosemite Valley. Dr. Bryant, the lecturer, is economic ornithologist of the University of California, and official lecturer on Yosemite Valley for the United States National Park Service. The meetings will be

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held in the Oakland Technical High School. The talks will cover the subject of outings, from a discussion of outing places and equipment, to demonstrations of flycasting and lectures on names and habits of wild flowers, birds and beasts.

Of the new Republic, Finland, it is interesting to note an authoritative statement that "Finnish culture, both of body and mind, ranks with the most thorough and progressive in the world."

In a recent address before the West Virginia State Teachers' Association, Professor Waitman Barbe, after noting the character and need of leadership in the schools, said: "We must give more attention to the education and training of the exceptionally gifted youth. I use the phrase 'exceptionally gifted' in no narrow or bookish sense. I mean gifted with unusual ability, whether it be for business or art or letters or statecraft or philosophy or organization, or whatever the field may be. And I make this plea for the specially gifted, the boys and girls of unusual ability, not so much for their own sakes as for the sake of our country and for the sake of civilization itself."

"During 1920, there were 71 different institutions in this country conducting teacher-training courses in trade and industry. Of the 359 teachers employed, 39 were women. Of the 6112 pupils, 1557 were women. . . . The great bulk of our industries employing women (in executive positions) remain under the old system of management, and it is here that there is the urgent call for a method of arousing the girl's ambitions and showing her how, if she wills it, her years at the machine can be made an apprenticeship for higher things."—Ida M. Tarbell, in "Industrial Management."

It seems that five States only have made provision for permanent tenure among teachers—California, Massachusetts, Montana, New Jersey and Oregon. Somewhat better than the annual re-employment prevailing in most States, are the permissive provisions in Ohio and Pennsylvania that teachers may be employed for a three-year term.

As a phase of the Consolidated vs. One-room School problem it is known that more than 50,000 of the at-one-time almost universal one-teacher rural schools have been put out of business. In Indiana 4000 such schools have been made over into 1000 central schools.

The slogan "equal opportunity for each child" can be met only by the public school becoming of such comprehensive type that it shall perform all the educational work required of it by its community and perform each equally well. All children leaving the public school enter one of five occupations:

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5. They enter the field of home-making.

The public school to properly function and make "proper returns" must shape its courses to provide standard training in all these lines.

JOHN N. GREER.

Notwithstanding the wonderful growth of libraries in numbers and distribution in the United States, it is yet true that more than half our population of nearly 106,000,000 have not access to such reading privileges. It would seem to be a legitimate function of school people, school societies, school teachers and officials to cultivate such habit among the young as will demand the advantage of an accessible collection of books for every neighborhood and for all classes of people. California has set a fine example.

Nearly one-half of one per cent of our total population is in our higher institutions of learning. Their total enrollment was, however, barely one-fifth of the attendance in high schools. In number of secondary school students, to each 1000 of population, California stands second, 28.5. For the United States the ratio is 17 per 1000.

Young Brown had caught the craze for muscular development, through which, like teething, mumps, and measles, most young men must go. Moreover, he caught it badly. He was always prating to his friends about some new method, or apparatus, or system, or something. At last the worm turned. One youthful companion, after listening patiently to a lengthy discourse on how exercises made people more healthy, increased their strength, and lengthened their lives, turned on Brown. "Look here, old man," he said, "how about our ancestors? They didn't use muscle-developers, did they?" Brown looked thoughtful for a moment and then his face brightened. "Well," he retorted, "and where are they now? All dead!"

By recent election the schools of Cleveland, Ohio, were authorized to issue \$15,000,000 of bonds "for the purpose of purchasing sites for school buildings, to erect school houses and to furnish the same." An additional tax levy of 3 mills was authorized that will provide \$6,000,000 to \$7,000,000, annually, for not more than five years, for salaries and maintenance. Cleveland has a population of nearly 800,000, a school enrollment of 125,000, 4000 teachers and an annual school budget of \$10,000,000.

Self-confidence is leader's requisite. "The greatest single requisite, in my opinion, for a man to be a leader is the willingness on his part to take responsibility and to have confidence in his judgment. He must, above all things, be able to handle men successfully, and to do this he must have the power and faculty of compelling their confidence in him. Success-

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The File in History, a book of 72 pages, published by Henry Disston & Sons of Philadelphia, for and every body interested in tools should have. The book is in three parts: The file, its history, making and uses; Making the modern file; Forms and uses of files. The book is illustrated with dozens of cuts, showing files in various forms used by the Egyptians and the Romans down through the ages to the large variety now produced to meet the wide demand of modern industry. It is surprising to one who has not made a special study of the subject to know the wide uses, and the many styles, shapes and cuts in which files are made. Manual training instructors may secure a copy of the book without expense. Certainly every shop should have one.

A unique outdoor Summer Session will be given at the foot of Mount Shasta by the Chico State Normal School from June 20th to July 29th. The class rooms are nearly all in the shade of the pines. Students are housed in tents. For the coming session a small dormitory will also be erected. Courses will be given in Music, Art, Manual Training, Domestic Science, Domestic Art, Physical Education, Teaching Methods, Physiography, Agriculture, Education, Psychology, and Mental Measurements.

The Charter Day exercises at the University of California were celebrated Wednesday, March 23rd. The Charter Day address was delivered by Hon. Frank Orren Lowden, former Governor of the State of Illinois. The exercises were held in the Greek Theatre, the President and Regents, together with faculty and others, marching in procession to the Theatre. President Barrows made a number of important announcements relating to gifts to the University, and President and Mrs. Barrows received guests at the President's house in the afternoon.

There were exercises also in dedication of the Armes Memorial Chair in the Greek Theatre. This memorial to William Dallam Armes was presented to the University by the Players' Club of San Francisco.

Pomona recently ended at the polls a successful campaign for high school bonds of \$425,000. It was a three to one favorable vote. The sum will be divided about equally between the school plant and the site.



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Teachers:

A Heald Business Training will make your services more valuable—whether you decide to follow the teaching profession or enter the business field.

Say you saw it in the Sierra Educational News

The National Society for Vocational Education held its Annual Meeting at Atlantic City in the days preceding the meeting of the National Superintendents. This meeting was very largely attended. The program was varied and covered all fields of industrial and vocational activities: part time or continuation school work, rehabilitation, achievements under the Smith-Hughes Act, agricultural education, commercial education and home making courses.

The commercial exhibits at the Superintendents' Convention at Atlantic City were installed in the million dollar pier in the auditorium of which the general sessions were held. There has in the past been a good deal of disappointment in the matter of commercial exhibits. Sometimes they have been situated so far from the general meeting place as to be inaccessible. This year it was easy to step out of the auditorium into the large exhibit room. Throughout the days of the convention and of the meeting of the National Society for Vocational Education the exhibits were opened and crowds were in attendance constantly.

District Superintendent George W. Hall of San Mateo has formed an "opportunity class" in one of his schools, basing the membership upon the results of a mental test, and has selected Miss Marion Brown as the teacher. The boys and girls are registered in the seventh grade and are doing a year's work in one semester. Hall has been conducting a series of group tests in his department and took the "step forward educationally" after compiling a chart showing how the San Mateo classes stood relative to the same tests given in Pittsburg and Washington, D. C. He has taken a serious attitude also toward the application of Binet tests and is endeavoring to place the pupils in his community in a better position as the result of his study. The teachers in his department share his progressive attitude toward the modern idea of grading pupils in accordance with mental tests.

Ohio State University has adopted the 48-week year of four equal terms. On the part of both faculty and board of trustees, the resolution was unanimously adopted.

Denver has adopted the Single Salary Schedule. "Teachers of equal preparation and experience, successfully teaching in any grade of our public schools, from the kindergarten to the high school inclusive will receive the same salary." It is unfortunate that so little importance apparently is attached to "professional" training. If one holds the "A. B. degree from a standard college or university," the salary range is from \$1500 to \$2880, with no requirement of professional training. Similarly one holding the A. M. degree may reach a maximum salary of \$3080, his only professional training being his 10 years of practicing on the children. Denver has taken a step forward, but in the matter of a prerequisite of professional preparation, California is well in advance. When will our School Boards adopt the Denver plan of teachers' salaries?



"A Foolish Virgin Comes Knocking at Your Door"

A Pennsylvania teacher writes: "A foolish virgin comes knocking at your door. Some time ago I wrote you for information and received full and plenty, but put off from day to day doing what I knew would be for my own good. Since then I have had two spells of grippe or flu and a twisted ankle. Now I am on the shelf again on account of sickness. Have not been in school for three months.

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Why should any teacher take the chances that this "foolish virgin" did when for less than five cents a day you can have T. C. U. Protection?

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In a certain school where metal doors and casings were used with a wood buck, the wooden buck swelled to such an extent as to make it impossible to close the door. If wood will act like this when protected by metal, what will it do when it is not incased?

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In the N. E. A. meeting at Salt Lake City last July, there were, as shown by the volume of proceedings just out, eleven addresses upon the general topic, "Participation of the Teaching Staff in School Administration." Of these, four were from southern teachers. With one or two exceptions only, perhaps, the several discussions were conciliatory and sensible, showing a desire to find the best way for teachers to voice their influence in securing helpful school administration. Dr. Harlan Updegraff's comparison of principles underlying the co-operation described was particularly temperate and clear.

As a hint of better things in store from our neighboring republic: Exchange scholarships, promoted by various Chambers of Commerce, and other business organizations, educational institutions and distinguished individual interests, are projected to "promote the exchange of educational opportunities between the two countries for deserving young men in college and university, commercial and technical courses, and apprenticeships in factories and business houses in the United States and Mexico." Free scholarships have been promised by 15 Mexican institutions. The hope is expressed that 1500 to 2000 young Mexicans may in time be brought into this association. "A thousand Mexican students studying in the universities of this country would work wonders in wiping out the animosities of the past."

Lodi has done herself honor in naming one of her public schools the "Clyde Needham Grammar School," in memory of a local son who lost his life on one of the battlefields of France. Clyde Needham was no less honored in peace than in war—sturdy, industrious, unselfish and patriotic. The memorial may seem less pretentious than certain of the expensive monuments of other places, but the very name and its suggestiveness will be, to the children, a constant reminder of the wisdom of the hero's virtues of industry and patriotism, which the schools seek to cultivate.

From recent reports from the University of California it appears that, as usual, the scholastic standing of the girls in Greek Letter sororities exceeds that of fraternity records by a considerable margin. Of the former, four societies stand higher than any men's organization; and the lowest mark of the sororities is above the thirteen best standings among approximately 50 fraternities.

How like the slogan used in California in the recent campaign for Amendment Sixteen is the following: "Tax the property where it is, and send the money where the children are." This is quoted from a Better-Schools Campaign document in Indiana, in which it is argued that the State should become the principal taxing unit for school purposes and bear not less than 75 per cent of the financial burden of maintaining opportunities for schooling throughout the commonwealth.

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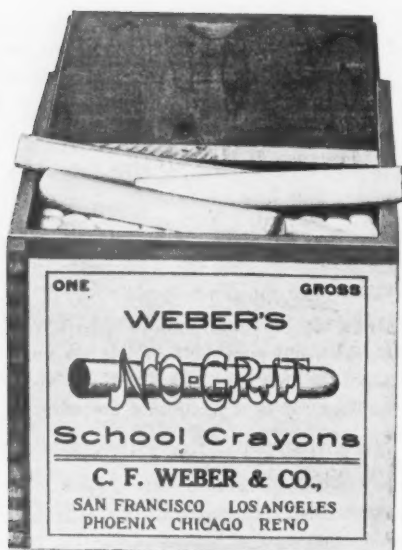


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(Continued from Page 189)

who contributed to the success of the meetings.

The election of officers resulted in the choice for President of Superintendent Clarence W. Edwards, Fresno County; Vice-President, Mildred Peckham, Coalinga; Secretary, James A. McGuffin, Fresno; Treasurer, O. S. Hubbard, Lindsay. Members of the Federal Council chosen are: E. W. Lindsay, Fresno; Miss M. L. Richmond, Hanford, and Winifred Wear, Chowchilla.

Among resolutions of endorsement were those regarding certain legislative measures, and providing for the sending of copies of these resolutions to the various Assemblymen and Senators. There was endorsement given the principles of consolidation of schools and the establishment of a Department of Visual Education, under direction of the State Board. Mr. J. F. Graham acted as Chairman of the Resolutions Committee.

Dr. G. W. A. Luckey, for many years connected with the University of Nebraska, has been appointed as specialist in foreign educational systems to serve under the United States Commissioner of Education. Dr. Luckey's chief mission will be to keep in touch with the progress of education in all the more enlightened countries of the world, and to put his findings in such form as to be best utilized by educators of the United States. This work is especially important at this time.

At the request of the faculty of the School of Agriculture of Pennsylvania State College, Dr. W. H. Kilpatrick of Teachers College recently gave a course of lectures for the professional training of college teachers. "The world do move."

In explanation of his leaving teaching for business, one man said: "After spending thousands of dollars on my academic and professional education, and loving teaching, I left because the janitor in the building, who could neither read nor write, was making more salary than I did."

Chico high school is added to the list of those undertaking student self-government. The committee, acting as a student court to handle infractions of order, consists of three seniors and one from each of the other three classes. The president of the student body is ex-officio a member.

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The use of the auto for the transportation of school children grows in favor. In Jefferson County, Alabama, automobiles are used over twenty-two of the twenty-six routes operated. The routes vary in length from six to forty-eight miles. There is room for more application of this same policy in California to the advantage of the children both on the road and in the schoolroom.

From a recent study of the school situation, it seems that of the 600,000 teachers in the United States, not less than 160,000 quit their posts last year mainly from inadequate remuneration. Add to these those who quit for other and customary reasons, and it will be apparent how seriously inexperience in the corps of teachers menaces the legitimate work of the schools.

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Farm Book.—Saws and tools used on farms are described in this book. A very interesting tool book to be used in connection with agricultural study.

How a Disston Saw Is Made.—There are more than eighty operations required to make a Disston Hand Saw—these are described in this booklet on our manufacturing process.

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